



**THE ANALYSIS OF LESSON PLANS
BY THE ENGLISH TEACHERS
OF SENIOR HIGH SCHOOLS IN KUDUS
IN THE ACADEMIC YEAR 2012/2013**

**By
PUJIONO
NIM 200932303**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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SKRIPSI

Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

**By :
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NIM 200932303**

**ENGLISH EDUCATION DEPARTMENT
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MOTTO AND DEDICATION

MOTTO:

- To do all I can do, to be all I can be.
- Learn from the past, live for today, and pray for tomorrow.
- Life is not about finding ourselves but life is about creating ourselves.

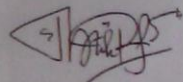
DEDICATION:

To my beloved parents, Mr. S. Suyono & Mrs. Sumini
and my beloved sister, Umi Asih & Dewi H

EXAMINERS' APPROVAL

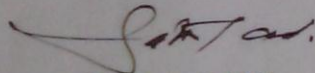
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Kudus, July 2013
Skripsi Examining Commite:



Atik Rokhayani, S.Pd, M.Pd
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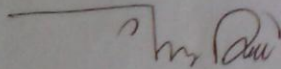
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Dean

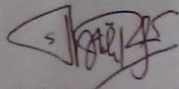


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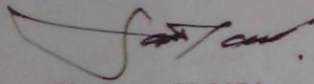
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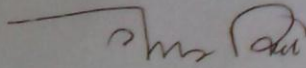
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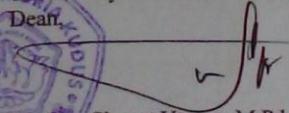
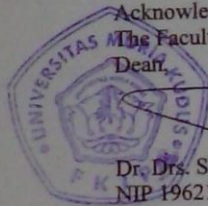
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First and foremost, the writer would like to extend gratitude to the Almighty Allah SWT, the Lord of the universe, for blessing every time, so this final project can be finished. Secondly, the writer does not forget to always say Sholawat and Salam to the best human in the world and here after Muhammad SAW who has opened the dark covering this world.

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9. Writer's sisters, Umi Asih, S.Pd.AUD and Dewi Hastutik, A.Mp, who always give support and distribution in looking for resources.
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There is no the greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer expects that this skripsi will be useful for those, especially who are in the field of education.

Kudus, July 2013

Pujiono

ABSTRACT

Pujiono. 2013. *The Analysis of Lesson Plan by the English Teachers of Senior High Schools in Kudus in the Academic Year 2012/2013*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Atik Rokhayani, S.Pd, M.Pd, (2) Rismiyanto, SS, M.Pd.

Key words: *Lesson Plan, content of lesson plan*

Lesson plan is a compulsory document that has to be fulfilled by the teacher because lesson plan has crucial impact in teaching and learning process to conduct all the activity that will be done during teaching and learning process. Because lesson plan is the important aspects to contribute to the success of the teaching process, good teachers have to think carefully and systematically about what they are going to do in the classes and how they are going to organize the teaching and learning process. But in fact, there are some teachers can not constructed lesson plan well.

The objective of this research is to describe the content of lesson plan by the English teachers of senior high schools in kudus in the academic year 2012/2013.

This research is descriptive qualitative research. The data of this research is the content of the English teachers' lesson plan of senior high school in Kudus in the academic year 2012/2013 and the data source is lesson plan of the English teachers of senior high school in Kudus in the academic year 2012/2013 that consist of six lesson plans.

The result of this research is the content of lesson plan of teacher A, B, D and F belongs to sufficient. where, teacher A gets score 65%, teacher B gets score 61.25%, teacher D gets score 61.25%, and the last teacher, teacher F, gets score 58.75%. The teacher C gets score 79.38% that indicates the content of lesson belongs to good category. The best content of lesson plan is the content of lesson plans' teacher E wherever the teacher gets score 88.75% shows that the content of lesson plan belongs to very good. The teacher A is good in constructing aspect of time allocation and less on constructing the material and teaching activity. Teacher B is good in constructing indicators and learning objectives aspect and teaching activity but less in constructing material and time allocation. Teacher C has a good ability in developing lesson plan. Meanwhile, the teacher still has difficulties in developing resources aspect. Teacher D basically has good ability in developing each aspect although there is one or 2 indicators missed but the teacher is less developing instrument. Teacher E has very good ability in developing lesson plan. The teacher only misses 3 indicators of 40 indicators. The teacher F is good in developing time allocation but less in developing teaching activity, resources, and instrument of evaluation.

Based on the result of the research above, it is expected that the English teachers of senior high schools in Kudus are supposed to write lesson plan clearly and should pay attention the information in every aspect of lesson plan to make the quality of lesson plan be good.

ABSTRAK

Pujiono. 2013. *Analisis Rencana Program Pembelajaran Guru Bahasa Inggris Sekolah Menengah Atas di Kudus Tahun Ajaran 2012/2013*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Atik Rokhayani, S.Pd, M.Pd, (2) Rismiyanto, SS, M.Pd.

Key words: *Rencana Program Pembelajaran (RPP), isi RPP*

Rencana Program Pembelajaran (RPP) merupakan dokumen penting yang harus guru penuhi karena RPP sangat berpengaruh dalam proses pembelajaran untuk mengontrol segala aktifitas selama proses belajar mengajar. Karena RPP sangat penting dalam menciptakan pembelajaran yang sukses, guru harus berfikir secara sistematis dan secara seksama apa yang akan dilakukan di kelas dan bagaimana caranya mengorganisasikan proses belajar mengajar. Tetapi pada kenyataannya banyak guru yang tidak mampu menyusun RPP dengan baik.

Tujuan dari penelitian ini adalah untuk menggambarkan isi dari RPP yang ditulis oleh guru – guru bahasa Inggris yang mengajar di SMA di kabupaten Kudus tahun ajaran 2012/2013.

Penelitian ini termasuk penelitian deskripsi kualitatif. Data dari penelitian ini adalah isi dari RPP guru bahasa Inggris SMA di Kabupaten Kudus pada tahun ajaran 2012/2013 dan sumber datanya adalah RPP guru bahasa Inggris SMA di kabupaten Kudus tahun ajaran 2012/2013 yang terdiri dari enam RPP.

Hasil dari penelitian ini menyimpulkan bahwa isi RPP dari guru A, B, D, dan F termasuk dalam kategori cukup baik dimana RPP guru A mendapat nilai 65%, guru B 61.25%, guru D 61.25%, dan guru F mendapat nilai 58.75%. RPP guru C mendapat nilai 79.38% yang mengindikasikan isi RPP dari guru C termasuk baik. Dan isi RPP yang paling baik adalah isi RPP dari guru E dimana RPP guru E mendapat nilai 88.75% yang berarti termasuk kategori sangat baik. Guru A sangat bagus dalam menentukan alokasi waktu dan lemah dalam menyusun materi dan langkah pembelajaran. Guru B sangat bagus dalam menentukan indikator dan tujuan pembelajaran dan langkah pembelajaran tetapi lemah dalam menyusun materi dan alokasi waktu. Guru C pada dasarnya memiliki kemampuan yang baik dalam membuat RPP tetapi masih lemah dalam menyusun sumber belajar. Guru D pada umumnya juga memiliki kemampuan yang cukup bagus dalam menyusun RPP hanya saja masih ada sedikit kelemahan dalam menyusun setiap komponen tetapi yang paling lemah adalah menyusun instrument penilaian. Guru E sangat bagus dalam menyusun RPP, guru E hanya tidak memenuhi 3 indikator dari 40 indikator. Guru F sangat bagus dalam menentukan alokasi waktu tetapi sangat lemah dalam menyusun langkah pembelajaran, sumber belajar, dan instrument penilaian.

Berdasarkan hasil penelitian diatas, diharapkan para guru bahasa Inggris SMA di kabupaten Kudus harus menulis RPP dengan jelas dan harus memperhatikan isi dari RPP tersebut agar kualitas RPP yang dibuat jauh lebih baik.

TABLE OF CONTENT

	Page
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xv

CHAPTER I INTRODUCTION

1.1	Background of the Research.....	1
1.2	Statement of the Problem	6
1.3	Objective of the Research.....	7
1.4	Significance of the Research	7
1.5	Limitation of the Research	7
1.6	Operational Definition.....	8

CHAPTER II REVIEW OF RELATED LITERATURE

2.1	Curriculum	9
2.1.1	Curriculum	9
2.1.2	The Definition of School Based Curriculum.....	10
2.1.3	The Component of School Based Curriculum.....	12
2.2	Definition of Syllabus	14
2.2.1	The Advantages of Syllabus	15

2.2.2	Steps in Developing Syllabus	16
2.3	Lesson Plan	16
2.3.1	Content of Lesson Plan.....	20
2.4	Teaching English in Senior High School in Kudus	23
2.5	The Material of Teaching English in Senior High School in Kudus	24
2.6	Narrative	25
2.7	Previous Research.....	26
2.8	Theoretical Framework	27

CHAPTER III METHOD OF THE RESEARCH

3.1.	Design of the Research	28
3.2.	Data and Data Source	29
3.3.	Data Collection	29
3.4.	Data Analysis.....	30

CHAPTER IV FINDING OF THE RESEARCH

4.1	The Content of Lesson Plan Written by the English Teachers of Senior High Schools in Kudus in the Academic Year 2012/2013	35
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CHAPTER V DISCUSSION

5.1 The Content of Lesson Plan Written by the English Teachers of Senior High Schools in Kudus in the Academic Year 2012/2013	38
5.1.1 The Content of Lesson Plan of Teacher A	38
5.1.2 The Content of Lesson Plan of Teacher B	41
5.1.3 The Content of Lesson Plan of Teacher C	43
5.1.4 The Content of Lesson Plan of Teacher D	44
5.1.5 The Content of Lesson Plan of Teacher E	47
5.1.6 The Content of Lesson Plan of Teacher F	48

CHAPER VI CONCLUSION AND SUGGESTION

6.1 Conclusion	51
6.2 Suggestion	52

BIBLIOGRAPHY	53
APPENDICES	55
STATEMENT	130
CURRICULUM VITAE	131

LIST OF TABLES

Table	Page
2.1. The Differences between KTSP and Curriculum 1994	11
2.2. Format of Lesson Plan	19
3.1 The Example of the Scoring Rubric of Lesson Plan	30
3.2 The Example of Score's Criteria	31
3.3 The Example of the Scoring Rubric's Code of Lesson Plan	32
4.1 The Analysis of the Content of Lesson Plan	36

LIST OF APPENDICES

Appendix	Page
1. The Content Analysis of Lesson Plan of Teacher A	55
2. The Content Analysis of Lesson Plan of Teacher B	61
3. The Content Analysis of Lesson Plan of Teacher C	66
4. The Content Analysis of Lesson Plan of Teacher D	74
5. The Content Analysis of Lesson Plan of Teacher E	80
6. The Content Analysis of Lesson Plan of Teacher F	86
7. Lesson Plan of Teacher A	91
8. Lesson Plan of Teacher B	96
9. Lesson Plan of Teacher C	100
10. Lesson Plan of Teacher D	106
11. Lesson Plan of Teacher E	110
12. Lesson Plan of Teacher F	115
13. List of Lesson Plan by the English Teachers of Senior High School in Kudus.....	117
14. Penetapan Pembimbing Skripsi Letter	118
15. Research Permission Letter	119
16. Berita Acara Bimbingan	123
17. Keterangan Selesai Bimbingan	125
18. Statement	126
19. Curriculum Vitae	127